

TESOL Annual Report 2021

NOVEMBER 2020 - OCTOBER 2021



Table of Contents

Thank You to Our Partners.....	3
Letter From the Executive Director	4
Letter From the President	5
Strategic Objective 1: Global Presence and Connectivity	6
Strategic Objective 2: Knowledge and Expertise	9
Strategic Objective 3: Voice and Advocacy	11
Financials	13



Thank You to Our 2020-2021 Partners

Convention

SUSTAINING PARTNERS



STRATEGIC PARTNER



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A Year of Transformation and Recovery



If 2020 was a year of immense obstacles for TESOL International Association (TESOL) and its members, it also proved to be a crucial impetus for significant internal changes to our organizational business model. The crisis brought on by COVID-19 forced us to reconceptualize the content, delivery mode, and

timing of our programs and services. Under Dr. Deborah Short's and Dr. Kleckova's leadership, we were able to transform our programs and events, and this transformation proved to be the basis of our recovery and revival in fiscal year 2021.

Since the creation of TESOL, the annual Convention had been our principal focus. Although not a unique model in the world of professional associations, year after year our financial success was dependent upon a successful Convention, bringing in half of our annual budgeted revenue.

However, the COVID-19 pandemic quickly forced us to change the way we looked at our operations.

As we approached the fiscal year 2021, it was clearly impossible to revert to our pre-COVID way of doing business. The Board of Directors and Staff needed to take a step back from the usual way of doing things and we had to reimagine how to balance the budget based on this challenging and unstable set of circumstances. The Professional Learning and Publishing Departments merged into the Content and Learning Group with the purpose of offering a more coherent set of products and services to our members. The Conferences Department became the Strategic Events Department and began to offer more on-line meetings in addition to the virtual convention. Our Membership and Advocacy Departments responded to our members' need to connect on a global scale.

Strategic partners, such as the Bureau of Educational and Cultural Affairs (ECA) of the U.S. State Department, and National

Geographic Learning, were critical to the success of TESOL's restructuring.

Our more than 100 Affiliates and volunteer leaders were also instrumental in providing opportunities for crucial connections and community. As of the end of fiscal year 2021, TESOL is now truly global with a membership of approximately 50% in the U.S. and 50% outside the U.S.

One area that has been particularly significant is the growing awareness of the need to improve inclusion and equity within our diverse organization. The Board of Directors published the Diverse Voices Task Force report and made a strong commitment to enacting its recommendations. Membership demographics, implemented in the summer of 2021, will lay the foundation for a more inclusive and equitable organization. Other measures that seek to make TESOL a more welcoming community united against injustice will be shared and implemented in the new year.

Finally, in response to the needs of our members, the TESOL Board authorized a significant four-year investment to improve all aspects of our technology infrastructure. We hope you will begin to see positive changes beginning in this fiscal year, 2022.

We are proud that TESOL did not "let a good crisis go to waste." As I say my final goodbye to all of you as Interim Executive Director, I am optimistic about the future of TESOL. As you know, a new Executive Director has been appointed. Amber Crowell Kelleher is eager to meet you and, with the Board and Staff, to realize the long-term vision of our association. You are in good hands!

Rosa Aronson,
Interim Executive Director

Message From the President



We have lived through another year marked by the global pandemic. Although we gained some familiarity with the coronavirus after the initial shock of COVID-19 in 2020, more uncertainties continued to unfold. The disruption of our living and working conditions continued as well as the need

to adapt to constantly evolving new realities and unforeseen situations. Our desire to find a new stability remained unfulfilled as the new variants were identified.

- The pandemic has been a challenge but also an incredible opportunity. The association has successfully engaged with it and turned the challenges into growth and improvement of its state. TESOL did not “let a good crisis go to waste,” as Rosa Aronson writes. Yes, TESOL in its 55th year of existence underwent an important phase in its history as a global association that brings together more than 12,000 professionals from all corners of the world. The new demands led to new experiences and new confidence. As this annual report shows, TESOL mobilized the collective energy of its volunteer leaders and staff and succeeded in pursuing its mission in this challenging period. We came together, connected, restructured our work, and emerged even stronger as a community. TESOL became more resilient and ready for future challenges.

At the same time, I see that now more than ever we need to stop and reflect on our overall performance during the pandemic as we move on in the upcoming years. If we wish to continue to evolve as a global community of English language educators,

our knowledge of the profession and the field must continue to grow. We still need to seek new ideas and make new choices if we wish to provide a home to TESOL professionals and carry out our long-term vision of being the trusted global authority for knowledge and expertise in English language teaching in the future.

Our growth is not over yet. Like any thriving organization, TESOL must continue to respond to societal changes and conditions. The COVID-19 crisis and global megatrends will continue to reshape the association in the near future, and I hope that what I have called “TESOL 365” (TESOL every day, everywhere in the world) will herald a period of new stability. I know we can prosper in the future through joint efforts of all involved within and outside the association.

TESOL many good reasons to celebrate its achievements in the last year. A big thank you to our dedicated and committed TESOL staff; our interim executive director, Rosa Aronson; our volunteer leaders; our partners and sponsors; and members for being invested in TESOL and carrying it through a successful transformation in these turbulent times. It has been an honor to serve the association with such a great team of partners.

A handwritten signature in black ink, which appears to read 'Gabriela Kleckova'.

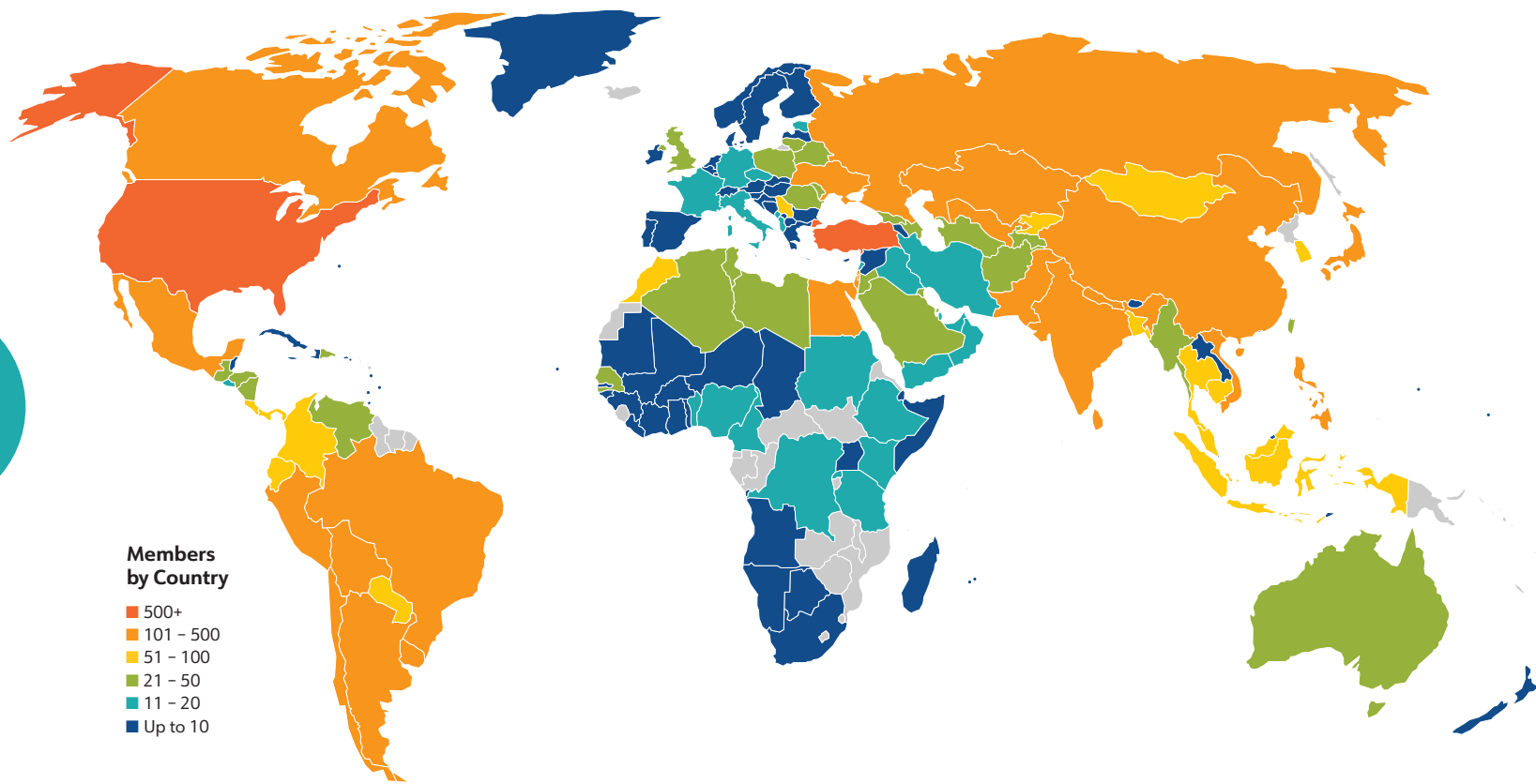
With gratitude,
Gabriela Kleckova
2021–2022 TESOL President

Membership

7,160
NEW MEMBERS

12,196
ACTIVE MEMBERS

144
AFFILIATES



Demographics

New demographic questions were launched in the fall of 2021. These highlights reflect responses as of the end of the fiscal year.

Be counted. Complete your profile under My Account on [tesol.org](https://www.tesol.org)

Work Setting*

31% in a non-education setting
43% in an education setting

Area of Work*

Highest concentration of members

- English Language Development (ELD or ESL, EFL)
- Adult Education
- Primary Education/Young Learners/Secondary Education
- Teacher Education
- Postsecondary Education

Role*

Highest concentration of members

- Language Instructor/Professor/Teacher
- Teacher Educator/Trainer
- Program Administrator/Coordinator/Supervisor
- Student

Awards

13
AWARDS GIVEN

- TESOL Award for International Participation
- Meral Guceri TESOL/TEFL Travel Grant
- Albert H. Marckwardt Travel Grants
- Betty Azar Travel Grant for Practicing ESL/EFL Teachers
- TESOL Leadership Mentoring Program Award
- TESOL Virginia French Allen Award for Scholarship and Service
- The D. Scott Enright TESOL Interest Section Service Award
- Ruth Crymes TESOL Fellowship for Graduate Study
- TESOL Award for Distinguished Research
- Ron Chang Lee Award for Excellence in Classroom Technology
- The James E. Alatis Award for Service to TESOL
- TESOL Teacher of the Year Award
- Professional Development Scholarships

\$4,500
IN CASH AWARDS

- \$1,500** Ruth Crymes TESOL Fellowship for Graduate Study
- \$1,000** TESOL Award for Distinguished Research
- \$1,000** Ron Chang Lee Award for Excellence in Classroom Technology
- \$1,000** TESOL Teacher of the Year Award



Good tools change the learning experience. I've discovered a number of new tools this last year, and I'm always asking how this tool can support teachers and students in the physical classroom, not just online.

—Khanh-Duc Kuttig, 2021 TESOL Teacher of the Year

128
COMPLIMENTARY REGISTRATIONS

- | | | |
|------------|--------------------|------------|
| Algeria | Hong Kong | Senegal |
| Argentina | Iran | Serbia |
| Armenia | Kazakhstan | Sri Lanka |
| Bangladesh | Kenya | Sudan |
| Belarus | Kyrgyzstan | Tunisia |
| Benin | Lithuania | Turkey |
| Bhutan | Mauritania | Uruguay |
| Bolivia | Morocco | USA |
| Brazil | Myanmar | Uzbekistan |
| Cameroon | Nepal | |
| China | New Zealand | |
| Colombia | Pakistan | |
| Egypt | Panama | |
| Ethiopia | Philippines | |
| Georgia | Phillipines | |
| Germany | Russian Federation | |
| Honduras | Saudi Arabia | |

IN
43
COUNTRIES

2021 TESOL Teacher of the Year: Khanh-Duc Kuttig

Khanh-Duc Kuttig has been teaching EFL since her university days. She has a degree in English, Linguistics, and Philosophy and an masters degree in TESOL. She has taught in Germany and the UK. Currently based at the University of Siegen, she is also events co-coordinator for her local ELTA.



Sponsored by



2021 Strategic Events

TESOL on the Road



26

EVENTS IN

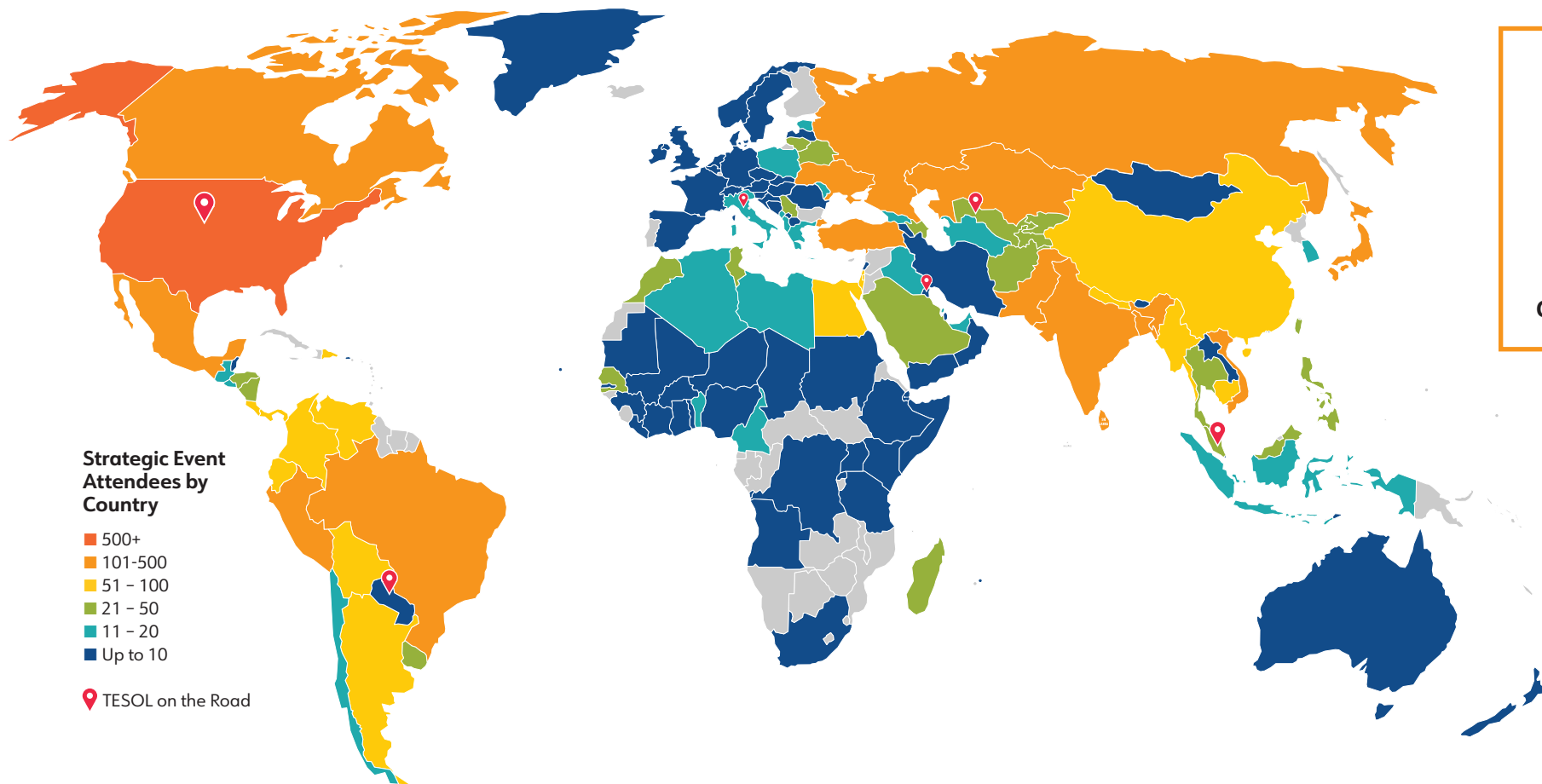
5

COUNTRIES

Strategic Event Attendees by Country

- 500+
- 101-500
- 51 - 100
- 21 - 50
- 11 - 20
- Up to 10

TESOL on the Road



Virtual Convention



636
SESSIONS



28
SPONSORS



42
EXHIBITORS



7,311
ATTENDEES



141
COUNTRIES REPRESENTED

Elevate Virtual Conference



40
SESSIONS



14
SPONSORS AND EXHIBITORS



24
ROUND TABLE DISCUSSIONS

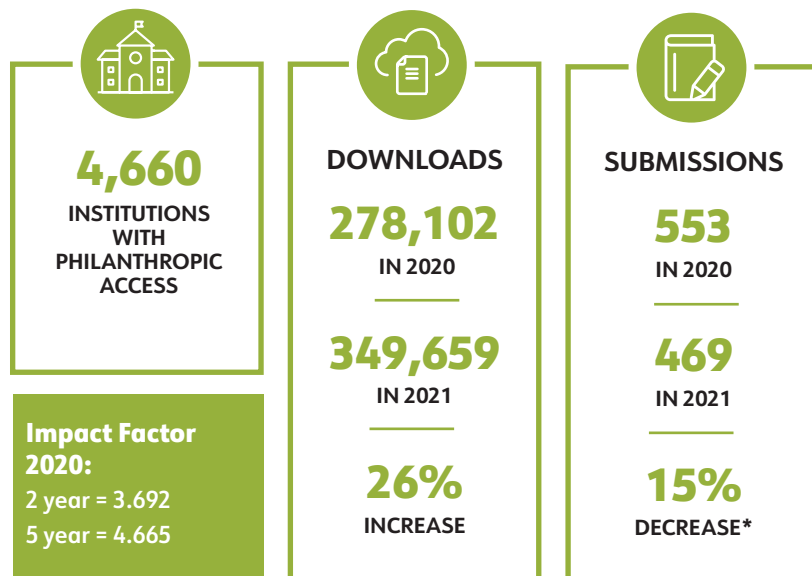


1,500
ATTENDEES



59
COUNTRIES REPRESENTED

TESOL Quarterly

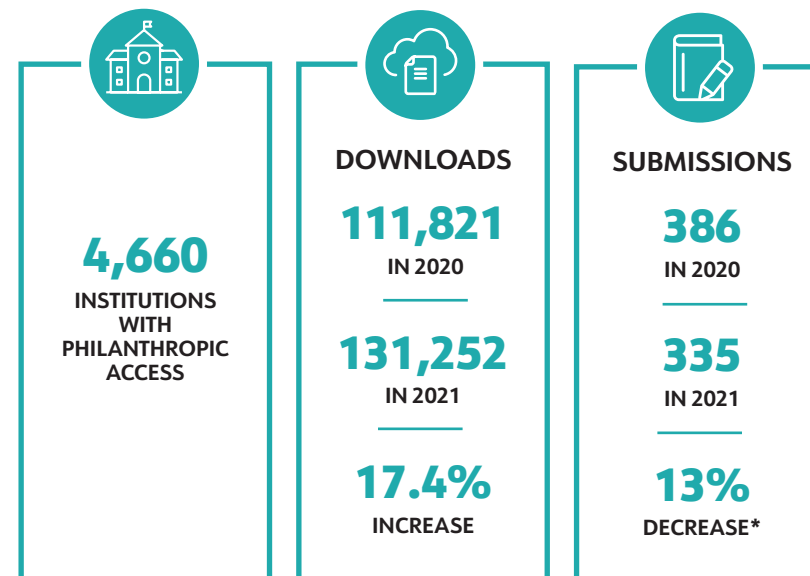


*We are seeing a varied effect of the pandemic on submissions across all journals. Unfortunately for both TESOL titles submissions have decreased for 2021.

Top 5 Most Downloaded Articles:

Downloads	Article Title
19,442	Brevik, L., (2020). Language Use in the Classroom: Balancing Target Language Exposure With the Need for Other Languages
17,492	Kormos, J., Csizér, K., (2013). The Interaction of Motivation, Self-Regulatory Strategies, and Autonomous Learning Behavior in Different Learner Groups
10,816	Brunfaut, T., Révész, A., (2014). The Role of Task and Listener Characteristics in Second Language Listening
10,700	Lee, G., (2017). Flipped Learning in the English as a Foreign Language Classroom: Outcomes and Perceptions
9,898	Mahboob, A., (2016). TESOL Quarterly Research Guidelines

TESOL Journal







*We are seeing a varied effect of the pandemic on submissions across all journals. Unfortunately for both TESOL titles submissions have decreased for 2021.

Top 5 Most Downloaded Articles:

Downloads	Article Title
2,914	Sayer, P., (2020). The disparate impact of COVID-19 remote learning on English learners in the United States
2,131	Farrell, TSC., (2012). Reflecting on Reflective Practice: (Re)Visiting Dewey and Schön
1,667	Yi, Y., (2020). Envisioning possibilities amid the COVID-19 pandemic: Implications from English language teaching in South Korea
1,610	Kessler, M., (2020). Can task-based language teaching be "authentic" in foreign language contexts? Exploring the case of China
1,503	Grabe, W., Zhang, C., (2013). Reading and Writing Together: A Critical Component of English for Academic Purposes Teaching and Learning

Professional Learning


 <p>5 CERTIFICATE PROGRAMS</p> <hr/> <p>438 CERTIFICATES ISSUED</p>	 <p>3 ONLINE COURSES</p> <hr/> <p>238 CERTIFICATES ISSUED</p>
 <p>3 SELF-STUDY COURSES</p> <hr/> <p>434 CERTIFICATES ISSUED</p>	 <p>1 VIRTUAL SEMINAR</p> <hr/> <p>38 CERTIFICATES ISSUED</p>

Launched in 2021



High Leverage Teaching Practices Series



Partnerships

<p>48 SWEL PARTICIPANTS</p>	 <p>165 6 PRINCIPLES WORKSHOP PARTICIPANTS</p>
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Blog

 <p>425,400 PAGE VIEWS</p>	 <p>4:29 AVERAGE MINUTES ON THE PAGE</p>
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TESOL Connections

 <p>68,700 PAGE VIEWS</p>	 <p>4:09 AVERAGE MINUTES ON THE PAGE</p>
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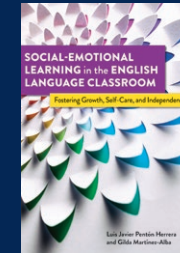
The readings presented the content clearly and objectively, and the [TESOL ME] modules readings and the study guides were excellent.

Diego A. Boada, Ph.D., TESOL Instructor & Instructional Designer at Product School

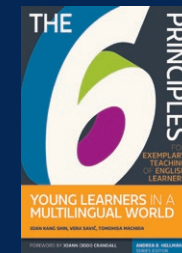
TESOL Press



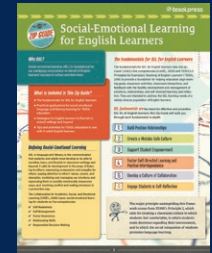
Top Sellers for New Releases



Social-Emotional Learning in the English Language Classroom

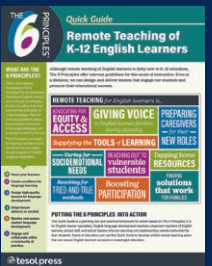
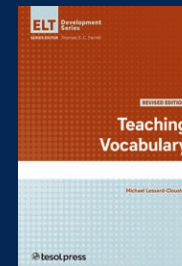
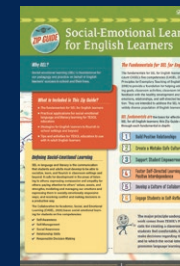
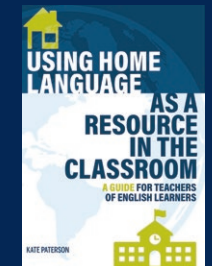
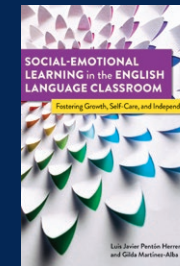


The 6 Principles for Exemplary Teaching of English Learners®: Young Learners in a Multilingual World



TESOL Zip Guide: Social-Emotional Learning for English Learners (pack of 25)

TESOL Press published 6 new titles



Advocacy



1

ADVOCACY WORKSHOP

30

ADVOCACY WORKSHOP PARTICIPANTS



6

ACTION CAMPAIGNS

14,512

ACTION CENTER MESSAGES SENT



1

PUBLISHED OP-ED

30

POLICY STATEMENTS AND PRESS RELEASES*

**These are combined due to overlap in information*



212

SUMMIT PARTICIPANTS INCLUDING

20

FROM OUTSIDE THE UNITED STATES



10

ACTIVE COALITION PARTNERSHIPS

Major Advocacy Initiatives

Joined a letter from the Coalition for the American Dream, outlining why Congress must take up and swiftly pass legislation that will help protect Dreamers.

Joined over 500 organizations in a letter sent to U.S. Secretary of State Antony Blinken, requesting changes to current cultural exchange visa limitations, which dramatically limited J-1 cultural exchange visas.

Following recommendations from its Diverse Voices Task Force (DVTF), TESOL announced an association-wide effort to increase diversity, equity and inclusion (DEI) in all aspects of its governance and operations.

Joined and endorsed the updated guidelines for implementing the Seal of Biliteracy, an award given by a public or private school or university, school district, or state in recognition of students who have studied and attained proficiency in two or more languages by the time of high school or college graduation.

Diversity, Equity, and Inclusion (DEI)

With the release of the Diverse Voices Task Force Report in June, the TESOL Board of Directors approved a series of initiatives to undertake over the next few years.

This year we:

- Completed diversity training for Convention proposal reviewers.
- Included DEI criteria in the executive director search.
- Expanded Nominating Committee outreach to include leaders from underrepresentation groups.
- Featured an inclusive welcome message and incident reporting form during our events.
- Increased outreach to diverse event speakers.
- Launched a series of webinars using the U.S. recognition months as inspiration.
- Held a global panel during the 2021 Advocacy Summit.
- Released new demographic questions to gather data about our current members and leaders.
- Created a [new social media policy](#) and [code of conduct](#).
- Held two Town Halls discussing the Diverse Voices Task Force report.
- Applied a DEI lens to strategic planning.

Learn more and follow our progress at tesol.org/dei.

TESOL International Association owes a debt of gratitude to the Diverse Voices Task Force co-chairs: Kisha Bryan and Eric Dwyer and members Arlene Costello, Luciana de Oliveira, Phoenicia Grant, Abdulsamad Humaidan, Sara Kangas, Noreen Mirza, Mary Romney, Yasmine Romero, Federico Salas-Isnardi, and Deborah Healey, Board Liaison, for their time and dedication to TESOL.

Demographics

In the month of October 2021 15% of members provided optional demographic information. The following highlights are based on the information available.

74% female

2% have a disability

Most prevalent one primary race identified with:

- White
- Asian
- Black/African

Most prevalent ethno-racial identities. Individuals check all they identify with:

- European Diaspora
- Hispanic/Latina(o)
- Central/East/South/Southeast Asian
- Middle Eastern
- African Diaspora

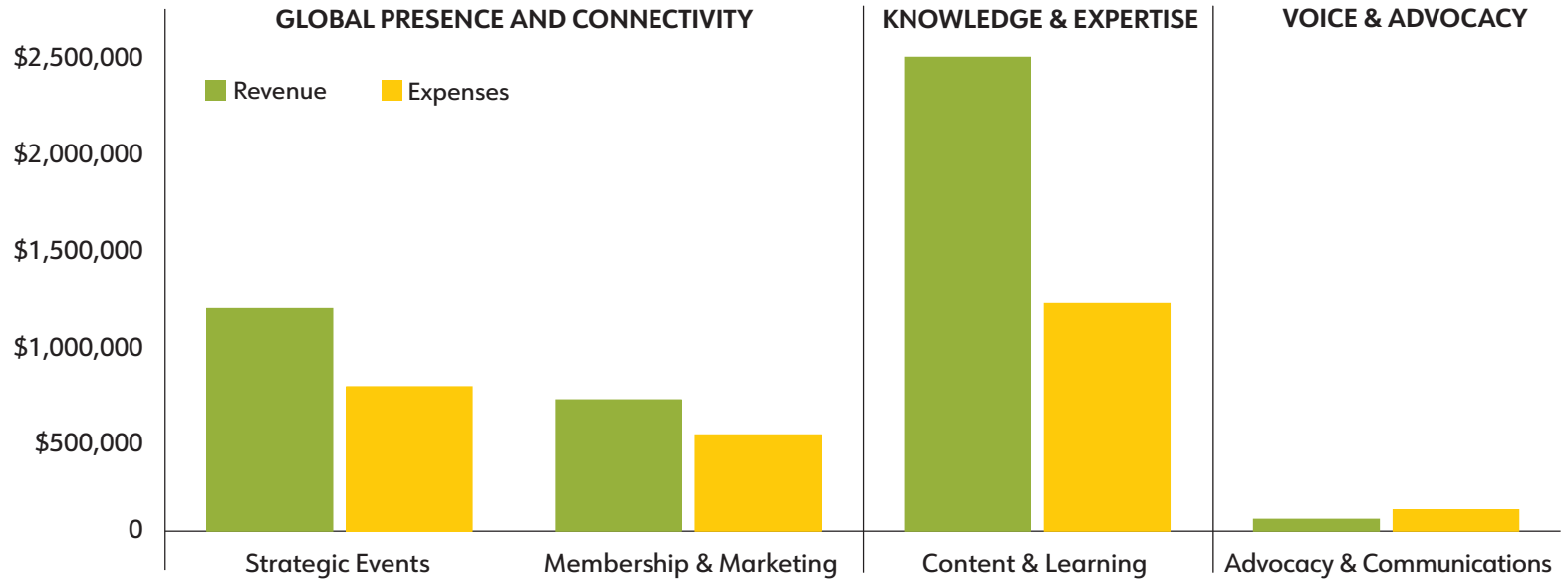
Tell us about yourself.
Complete your profile under
My Account on tesol.org

FY 2020-21 Financials:

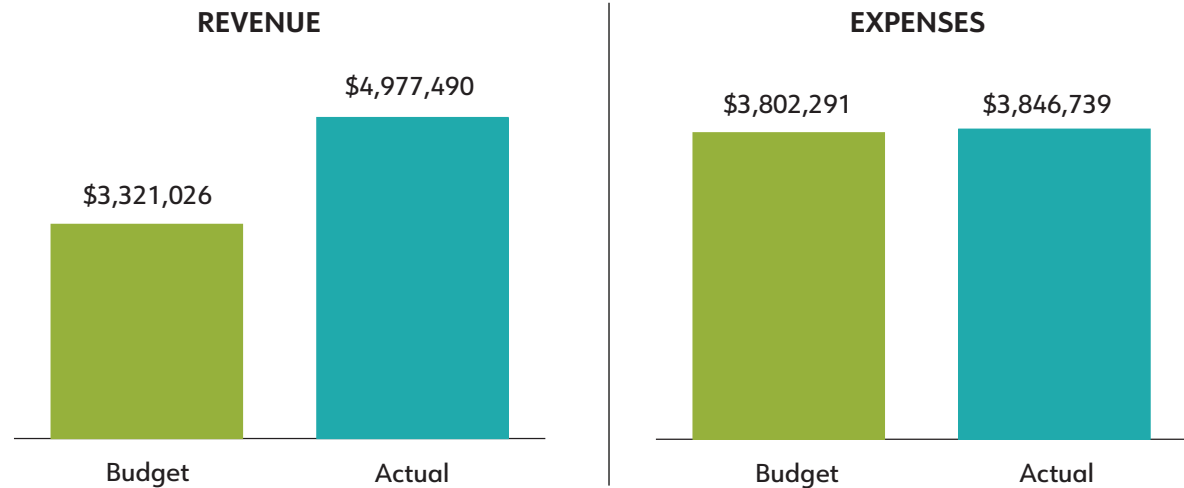
NOVEMBER 2020 - OCTOBER 2021



REVENUE AND EXPENSES BY STRATEGIC OBJECTIVE



BUDGET vs ACTUAL



FY 2020-21 Financials:

NOVEMBER 2020 - OCTOBER 2021



Rogers & Company PLLC
Certified Public Accountants

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March 18, 2022

To the Board of Directors and Management of
Teachers of English to Speakers of Other Languages, Inc.
DBA TESOL International Association

This letter is provided to advise you of matters required to be communicated to those charged with governance, and to discuss our consideration of internal control in our recently completed audit of the financial statements of Teachers of English to Speakers of Other Languages, Inc. DBA TESOL International Association (TESOL) as of and for the year ended October 31, 2021.

REQUIRED COMMUNICATIONS (Governance)

We have audited the financial statements of TESOL as of and for the year ended October 31, 2021, and have issued our report thereon dated March 17, 2022. Professional standards require that we provide you with information about our responsibilities under generally accepted auditing standards, as well as certain information related to the planned scope and timing of the audit. We have communicated such information to you in our letter dated August 26, 2021. Professional standards also require that we communicate to you the following information below related to our audit.

Qualitative Aspects of Accounting Practices

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by TESOL are described in Note 2 to the financial statements. No new accounting policies were adopted and the application of existing policies was not changed during the year. We noted no transactions entered into by TESOL during the year for which there is a lack of authoritative guidance or consensus. All significant transactions have been recognized in the financial statements in the proper period.

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected. The most sensitive estimates affecting the financial statements related to revenue recognition, functional expense allocations, estimated useful lives of fixed assets, and management's estimate of the collectability of receivables. These estimates were based on management's analysis of revenues, time and level of effort tracking, and historical collection rates and analysis of collectability of receivables. We evaluated the key factors and assumptions used to develop these estimates in determining that they are reasonable in relation to the financial statements taken as a whole.

The financial statement disclosures are neutral, consistent, and clear.



Teachers of English to Speakers of Other Languages, Inc.
DBA TESOL International Association
March 18, 2022
Page 2 of 3

Difficulties Encountered in Performing the Audit

We encountered no significant difficulties in dealing with management in performing our audit.

Corrected and Uncorrected Misstatements

Professional standards require us to accumulate all known *uncorrected* misstatements identified during the audit, other than those that are clearly trivial, and communicate them to the appropriate level of management. There were no uncorrected misstatements noted during our audit.

In addition, professional standards require us to accumulate all significant, *corrected* misstatements identified during the audit, and communicate them to the appropriate level of management. Management has corrected all such misstatements noted during our audit, including an audit adjustment to properly recognize an unconditional contribution as revenue in the amount of \$50,000. This entry increased receivables and contribution revenue, and decreased deferred revenue.

Disagreements with Management

For purposes of this letter, a disagreement with management is a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditor's report. We are pleased to report that no such disagreements arose during the course of our audit.

Management Representations

We have requested certain representations from management that are included in the management representation letter dated March 17, 2022. This is a standard letter we are required to obtain prior to issuing our report on the financial statements. A copy of that letter has been retained by management and made available for review by the governing body.

Management Consultations with Other Independent Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" on certain situations. If a consultation involves the application of an accounting principle to TESOL's financial statements or a determination of the type of auditor's opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all of the relevant facts. To our knowledge, there were no such consultations with other accountants.

Other Audit Findings or Issues

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to retention as TESOL's auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our retention.

FY 2020-21 Financials:

NOVEMBER 2020 - OCTOBER 2021



Teachers of English to Speakers of Other Languages, Inc.
DBA TESOL International Association
March 18, 2022
Page 3 of 3

CONSIDERATION OF INTERNAL CONTROL (Management Letter)

In planning and performing our audit of the financial statements of TESOL as of and for the year ended October 31, 2020, in accordance with auditing standards generally accepted in the United States of America, we considered TESOL's internal control over financial reporting ("internal control") as a basis for designing our auditing procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the internal control. Accordingly, we do not express an opinion on the effectiveness of TESOL's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A material weakness is a deficiency, or combination of deficiencies in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis.

Our consideration of internal control was for the limited purpose described in the first paragraph and was not designed to identify all deficiencies in internal control that might be material weaknesses. In addition, because of inherent limitations in internal control, including the possibility of management override of controls, misstatements due to error or fraud may occur and not be detected by such controls. Our audit was also not designed to identify deficiencies in internal control that might be significant deficiencies. A significant deficiency is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

SUMMARY

The communications in this letter are intended solely for the information and use of the Board of Directors and Management and are not intended to be, and should not be, used by anyone other than these specified parties.

ROGERS & COMPANY PLLC

Teachers of English to Speakers of Other Languages, Inc. DBA TESOL International Association

Statements of Financial Position
October 31, 2021 and 2020

	2021	2020
Assets		
Cash and cash equivalents	\$ 1,138,129	\$ 1,212,506
Investments	5,064,033	4,433,888
Accounts receivable	190,181	39,846
Grants and contributions receivable	405,379	-
Inventory	37,907	41,093
Prepaid expenses	261,371	267,253
Property and equipment, net	370,962	335,269
Deposits	22,693	22,633
Total assets	<u>\$ 7,490,655</u>	<u>\$ 6,352,488</u>
Liabilities and Net Assets		
Liabilities		
Accounts payable and accrued expenses	\$ 352,970	\$ 272,040
Deferred revenue	568,547	1,439,489
Deferred rent and tenant improvement allowance	441,495	468,087
Loan payable – Economic Injury Disaster Loan	90,000	150,000
Total liabilities	<u>1,453,012</u>	<u>2,329,616</u>
Net Assets		
Without donor restrictions	5,534,541	3,646,348
With donor restrictions	503,102	376,524
Total net assets	<u>6,037,643</u>	<u>4,022,872</u>
Total liabilities and net assets	<u>\$ 7,490,655</u>	<u>\$ 6,352,488</u>

See accompanying notes.

3



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